



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Physical Training

Carl J. Kroh

Caroline Crawford

Physical training will be taught systematically and thoroughly from the Kindergarten through the High School.

Every teacher in the Chicago Institute will be practically an assistant to the specialists in charge of this department. In all study and recitation the closest attention will be given to physical exercise and all exercises will be correlated with the other work of the school. In manual training, music, oral reading, and in constructive work of all kinds the normal development of the body will be kept steadily in view.

The physical training proper, not immediately connected with subjects of study and expression, will be of two kinds, concerted and individual. Pupils who, through some bodily defect or weakness, are not equal to concerted work will have individual and corrective work. Athletics of all kinds, plays and games, under the direction of experienced trainers, will form part of the afternoon program.

The test of physical training will be increase of self-control, of power to study, to reason, and to express thought.

MEASUREMENTS AND EXAMINATIONS: It is necessary as a starting-point to determine the type of the body to be developed and trained, whether it is above or below the median for age and sex; what the proportions are; how symmetrical it is, and how strong in different parts; where it is weakest and where strongest. (As far as practicable such examinations will be carried out in grades and professional classes.)

The following measurements are taken to discover these points:

Date

Age	Depth Chest
Weight	Abdomen
Height Standing	Breadth Head
" Sitting	Neck
" Knee	Shoulders
" Pubic Arch	Waist
" Navel	Hips
" Sternum	Nipples
Girth Head	Shoulder-Elbow R
" Neck	" L
" Chest	Elbow-Tip R
" Full	" L
" Ninth Rib	Length Foot R
" Full	" L
" Waist	" Horizontal
" Hips	Stretch of Arms
" Thigh R	Capacity Lungs
" L	Strength Lungs
" Knee R	" Back
" L	" Legs
" Calf R	" Chest
" L	TB " Up. Arms
" Ankle R	RL " Fore Arms
" L	" Total
" Instep R	Development
" L	Condition
" Up. Arm R	Vision
" L	Hearing
" Elbow R	Pilosity
" L	Color Hair
" Fore Arm R	" Eyes
" L	Temperament
" Wrist R	
" L	

No.	Place
Name	
Class	Department
Occupation	
Born	at
Nationality {	Father
	Mother
	His father
	Her father
	His mother
	Her mother
Occupation of father	
Father died of	
Mother died of	
Most resemble	
General health	
Hereditary diseases	
Have had of the following diseases those checked (✓):	
Gout	Rheumatism
Boils	Dyspepsia
Piles	Dysentery
Quinsy	Bronchitis
Asthma	Pneumonia
Pleurisy	Neuralgia
Jaundice	Paralysis
Dizziness	Varicose Veins
Sleeplessness	Habitual Headache
	Colds in Head or Throat
Habitual Constipation	Enlarged Glands in Neck
Injuries, etc.	
	EXAMINER.

PHYSICAL DEFECTS: Defects of different parts of the body are noted, for with the majority both of adults and children in school some slight variation from the normal body must be overcome. The defects most frequently observed are drooping head, flat chest, uneven shoulders, hollow back, high hip, and curved spine.

NUTRITION AND ASSIMILATION: The blood tests reveal the possibility of growth under individual conditions of nutrition and hygienic environment. It is important to study the amount and kind of food in attempting to develop the individual.

SENSE TESTS: Vision and hearing are factors in both mental and physical development. Weakness in senses may react to produce weakness of the whole body.

FATIGUE: Mental and physical fatigue is watched through the dermal sensibility. Tests illustrating this point will be printed in future numbers of the *COURSE OF STUDY*.

Outline of Course

First Grade: Emphasis on exercises, especially of the larger groups of muscles, and regulation of breathing. Promotion of growth through the stimulation of breathing and circulation in exercise in light and air; recreative form of exercise. (Avoid any form of exercise for strength, even in the smaller muscles, in order not to consume the material necessary for growth; avoid also any demand upon the young nerves through premature training in that direction.)

PLAYS AND GAMES: For testing, developing and sharpening the sense-perceptions. Sight: differentiation of (a) form; (b) color. Hiding and seeking objects. Hearing: distance, direction of sound. Ruth and Jacob. Blind Man's Buff. Feeling (touch, eyes bandaged); distinguishing objects according to form and weight. Guess who? Strike-a-Mark.

Second Grade: Incentive to growth and blood-formation, as above. Strain of muscle avoided in consideration of the growing process.

PLAYS AND GAMES: Imitation games, based on sense-perceptions. Adam Had Seven Sons.

Lame Peter, etc. Add: Sack and ball tossing and catching.

Third Grade: Importance of improved bearing and carriage (improved holding power); cultivation of poise; erect position in address. Promptness in response. Accuracy in execution of combinations of simple exercises in free gymnastics.

PLAYS AND GAMES: Add: Short, competitive games, as: First in, first out; Steeple-chase, etc.

Fourth Grade: Importance of correct posture concepts in varied combinations of movements. Light to medium exercises for endurance—running, apparatus gymnastics (rhythmic series of similar recurring movements, as "traveling"), never to the point of fatigue.

PLAYS AND GAMES: To lower reaction time between definite sense-perceptions and definite actions. Pump-sack. White and Black.

Fifth Grade: Improvement of volitional control through effort in new coördination problems—free and apparatus gymnastics. Special adaptation of running and jumping exercises; moderately increased demands. Preference for the more active running games. Training for pleasure in action.

PLAYS AND GAMES: Add: "Antagonistics" in groups, employing apparatus, as: poles, ropes, etc. (like orders, without individual distinctions).

Sixth Grade: Development and practice of the characteristic forms of apparatus work—preparation for exercises of skill. Training for dexterity. Agility, alertness, cultivated in the practice of games; importance of forms leading to the more active outdoor games. Systematic marching, running, and jumping exercises with increased demands for endurance. (Avoidance of over-strenuous efforts.)

PLAYS AND GAMES: As above. Ability to recognize advantages and to follow most practical procedures. Reaction of one of several sense-perceptions through most practical action suggested. Quick discernment, judgment. Touch-Ball.

Seventh Grade: Importance of heart and lung action; moderately increased demands in apparatus work; lighter "theme work." Endurance: moderately sustained activity (*i. e.*, rhythmic, much increased activity). (To be avoided: real strain; mere ornamental and aimless drill.)

PLAYS AND GAMES: As above. Add: Three-high. Mount-Ball. Hand-Ball.

Eighth Grade: Exercises of skill on apparatus; outdoor athletics. Training for dexterity and pleasure in action. Outdoors: speed over short courses: running; endurance, long distances (moderately slow and fast); walking and running, with careful increase of duration. (Always avoid strenuous efforts leading to disturbance of breathing and circulation.)

PLAYS AND GAMES: Add: "Antagonistics"—team-work (like and unlike orders). Practice of the higher organized games in simplified form.

High School

I. APPARATUS GYMNASTICS: Exercises for dexterity, involving quick coördination and leading to skill and control. Springing exercises, as jumping and vaulting, with especial attention to execution and form, and to the avoidance of over-exertion.

GAMES: Indoor baseball, basket ball, relay racing, games of alertness, swimming, rhythmic

exercises to improve grace and ease of movement, dancing calisthenics.

II. APPARATUS GYMNASTICS: Exercises for strength and skill; increased demands in coördinate activity in various combinations of typical forms, leading to endurance. Training for track and field exercises; walking, running, jumping, high and broad. Swinging and hurling of grip-balls and light weights; ball throwing. Dancing; swimming.

III. GYMNASIUM AND FIELD WORK: Training for condition; prescribed work; use of developing appliances. Practice of special forms; pole vaulting; sprint races, hurdle practice, throwing hammer, putting shot. Gymnastic games. Military exercises; stick fencing, foil fencing. Dancing; swimming.

IV. GYMNASIUM, FIELD, AND TRACK WORK: Contests between gymnastic and athletic teams and clubs. Competitive forms of exercise: Apparatus gymnastics; field and track athletics; military exercises; fencing, etc.; games and sports; football, baseball. Swimming; water sports.

Greek and Latin

Allen W. Gould

Students will begin the acquisition of Greek and Latin in the natural way of reading, writing, and speaking the simplest and most common words and sentences. The vocabulary will be drawn in part from the Roman home and Forum, army and navy, and the Greek assemblies and theaters, so that it will come as the result of the study of Greek and Roman life. The following reading lessons will be read this October, and with each lesson the student will have many oral and written exercises based upon the printed material. Where several references are given on the same subject, different pupils will have different topics assigned, and each pupil will look up his own subject and report to the whole class, so that all may have the benefit of his work.

GREEK,—HIGH SCHOOL, FIRST YEAR. The students will continue their investigation into Greek Life by studying Xenophon's *Anabasis*, probably reading the first two chapters in October. They will look up *Xenophon* and *Persia* in the dictionaries and encyclopedias, and *Arma* and *Exercitus* in Harpers', Smith's and Seyffert's dictionaries, and read Chapters 69 and 70 in Grote's *History of Greece*.

HIGH SCHOOL, SECOND YEAR. The pupils will take up the life of Socrates by studying the *Memorabilia* of Xenophon and the *Apology*, *Crito* and *Phædro* of Plato. They will begin with the *Memorabilia*, reading the first three chapters in October. They will look up *Socrates* in Harper's and Seyffert's *Classical Dictionaries*, and Smith's *Dictionary of Biography*,